

Quantum Learning Technologies
Skate Kids Online and Ramps to Reading
Alignment to TEKS 3rd Grade Reading Standards

Activity	TEKS Standards Met
<p style="text-align: center;">Animal Roundup - Skate Kids</p>	<p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions <p>Reading/comprehension 9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained <p>Reading/literary response 10. Reading/literary response. The student responds to various texts. The student is expected to:</p> <ul style="list-style-type: none"> • 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama
<p style="text-align: center;">Beach Builder - Skate Kids</p>	<p>Listening/speaking/communication 4. Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:</p> <ul style="list-style-type: none"> • 4.A. use vocabulary to describe clearly ideas, feelings, and experiences • 4.C. retell a spoken message by summarizing or clarifying . <p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions

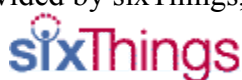
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	<p>Reading/comprehension</p> <p>9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none">• 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained• 9.D. monitor his/her own comprehension and act purposefully when comprehension breaks down• 9.F. make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions• 9.I. represent text information in different ways, including story maps, graphs, and charts• 9.J. distinguish fact from opinion in various texts, including news stories and advertisements <p>Reading/literary response</p> <p>10. Reading/literary response. The student responds to various texts. The student is expected to:</p> <ul style="list-style-type: none">• 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama• 10.B. demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology• 10.C. support interpretations or conclusions with examples drawn from text <p>Reading/text structures/literary concepts</p> <p>11. Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:</p> <ul style="list-style-type: none">• 11.A. distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve• 11.B. distinguish fiction from nonfiction, including fact and fantasy• 11.I. identify the importance of the setting to a story's meaning <p>Reading/variety of texts</p> <p>7. Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:</p> <ul style="list-style-type: none">• 7.B. read from a variety of genres for pleasure and to
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	<p>acquire information from both print and electronic sources</p> <p>Reading/fluency 6. Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:</p> <ul style="list-style-type: none"> • 6.D. self-select independent-level reading such as by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty <p>Reading/inquiry/research 12. Reading/inquiry/research. The student generates questions and conducts research using information from various sources. The student is expected to:</p> <ul style="list-style-type: none"> • 12.J. draw conclusions from information gathered .
<p>Board Tech - Skate Kids</p>	<p>Listening/speaking/communication 4. Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:</p> <ul style="list-style-type: none"> • 4.A. use vocabulary to describe clearly ideas, feelings, and experiences <p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions <p>Reading/comprehension 9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained <p>Reading/literary response 10. Reading/literary response. The student responds to various texts. The student is expected to:</p>

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	<ul style="list-style-type: none"> • 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama <p>Reading/text structures/literary concepts 11. Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:</p> <ul style="list-style-type: none"> • 11.B. distinguish fiction from nonfiction, including fact and fantasy <p>Reading/variety of texts 7. Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:</p> <ul style="list-style-type: none"> • 7.B. read from a variety of genres for pleasure and to acquire information from both print and electronic sources <p>Reading/fluency 6. Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:</p> <ul style="list-style-type: none"> • 6.D. self-select independent-level reading such as by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty
<p>Gallop Park - Skate Kids</p>	<p>Listening/speaking/communication 4. Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:</p> <ul style="list-style-type: none"> • 4.A. use vocabulary to describe clearly ideas, feelings, and experiences <p>Reading/vocabulary development 8. Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:</p> <ul style="list-style-type: none"> • 8.C. use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciations of words <p>Writing/spelling 16. Writing/spelling. The student spells proficiently. The student</p>

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	<p>is expected to:</p> <ul style="list-style-type: none">• 16.H. use resources to find correct spellings, synonyms, or replacement words . <p>Listening/speaking/purposes</p> <p>1. Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:</p> <ul style="list-style-type: none">• 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate• 1.B. respond appropriately and courteously to directions and questions <p>Reading/comprehension</p> <p>9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none">• 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained <p>Reading/literary response</p> <p>10. Reading/literary response. The student responds to various texts. The student is expected to:</p> <ul style="list-style-type: none">• 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama <p>Reading/text structures/literary concepts</p> <p>11. Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:</p> <ul style="list-style-type: none">• 11.B. distinguish fiction from nonfiction, including fact and fantasy <p>Reading/variety of texts</p> <p>7. Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:</p> <ul style="list-style-type: none">• 7.B. read from a variety of genres for pleasure and to acquire information from both print and electronic sources <p>Reading/fluency</p>
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	<p>6. Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:</p> <ul style="list-style-type: none"> • 6.D. self-select independent-level reading such as by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty
<p>Kayak Attack - Skate Kids</p>	<p>Listening/speaking/purposes</p> <p>1. Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions <p>Reading/comprehension</p> <p>9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained <p>Reading/literary response</p> <p>10. Reading/literary response. The student responds to various texts. The student is expected to:</p> <ul style="list-style-type: none"> • 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama • 10.B. demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology <p>Reading/variety of texts</p> <p>7. Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:</p> <ul style="list-style-type: none"> • 7.B. read from a variety of genres for pleasure and to acquire information from both print and electronic sources <p>Reading/fluency</p> <p>6. Reading/fluency. The student reads with fluency and</p>

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	<p>understanding in texts at appropriate difficulty levels. The student is expected to:</p> <ul style="list-style-type: none"> • 6.D. self-select independent-level reading such as by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty <p>Reading/text structures/literary concepts 11. Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:</p> <ul style="list-style-type: none"> • 11.A. distinguish different forms of texts, including lists, newsletters, and signs and the functions they serve
<p style="text-align: center;">Kick Flip Fury - Skate Kids</p>	<p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions <p>Reading/comprehension 9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained
<p style="text-align: center;">Skate Create - Skate Kids</p>	<p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions <p>Reading/comprehension 9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 9.B. establish purposes for reading and listening such as

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	<p style="text-align: center;">to be informed, to follow directions, and to be entertained</p> <p>Reading/literary response 10. Reading/literary response. The student responds to various texts. The student is expected to:</p> <ul style="list-style-type: none"> • 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama
<p>Snowboard Blast - Skate Kids</p>	<p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions <p>Reading/comprehension 9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained • 9.D. monitor his/her own comprehension and act purposefully when comprehension breaks down • 9.F. make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions <p>Reading/literary response 10. Reading/literary response. The student responds to various texts. The student is expected to:</p> <ul style="list-style-type: none"> • 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama • 10.B. demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology <p>Writing/spelling 16. Writing/spelling. The student spells proficiently. The student</p>

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	<p>is expected to:</p> <ul style="list-style-type: none"> • 16.F. write with accurate spelling of syllable constructions such as closed, open, consonant before -le, and syllable boundary patterns
<p>Wake Thrash - Skate Kids</p>	<p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions <p>Reading/comprehension 9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained <p>Reading/literary response 10. Reading/literary response. The student responds to various texts. The student is expected to:</p> <ul style="list-style-type: none"> • 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama <p>Reading/text structures/literary concepts 11. Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:</p> <ul style="list-style-type: none"> • 11.C. recognize the distinguishing features of familiar genres, including stories, poems, and informational texts • 11.F. understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies
<p>Zoo Adventures - Skate Kids</p>	<p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get

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	<p>information, to solve problems, and to enjoy and appreciate</p> <ul style="list-style-type: none"> • 1.B. respond appropriately and courteously to directions and questions <p>Reading/comprehension 9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained <p>Reading/literary response 10. Reading/literary response. The student responds to various texts. The student is expected to:</p> <ul style="list-style-type: none"> • 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama
<p>Animal Roundup - Ramps to Reading</p>	<p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions <p>Reading/comprehension 9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained <p>Reading/literary response 10. Reading/literary response. The student responds to various texts. The student is expected to:</p> <ul style="list-style-type: none"> • 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama

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<p style="text-align: center;">Design a Door - Ramps to Reading</p>	<p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions <p>Reading/comprehension 9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained <p>Reading/literary response 10. Reading/literary response. The student responds to various texts. The student is expected to:</p> <ul style="list-style-type: none"> • 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama
<p style="text-align: center;">Scuba Dude - Ramps to Reading</p>	<p>Listening/speaking/communication 4. Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:</p> <ul style="list-style-type: none"> • 4.A. use vocabulary to describe clearly ideas, feelings, and experiences <p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions <p>Reading/comprehension 9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections</p>

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	<p>read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained <p>Reading/literary response 10. Reading/literary response. The student responds to various texts. The student is expected to:</p> <ul style="list-style-type: none"> • 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama
Tubin' Trouble - Ramps to Reading	<p>Trouble Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions • 1.D. listen critically to interpret and evaluate <p>Reading/comprehension 9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained <p>Reading/literary response 10. Reading/literary response. The student responds to various texts. The student is expected to:</p> <ul style="list-style-type: none"> • 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama
Desert Dash - Ramps to Reading	<p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions

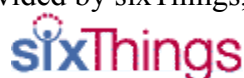
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	<p>and questions</p> <ul style="list-style-type: none"> • 1.D. listen critically to interpret and evaluate <p>Reading/comprehension 9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained <p>Reading/literary response 10. Reading/literary response. The student responds to various texts. The student is expected to:</p> <ul style="list-style-type: none"> • 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama
<p>Rocket Racer - Ramps to Reading</p>	<p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions • 1.D. listen critically to interpret and evaluate <p>Reading/comprehension 9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained <p>Reading/literary response 10. Reading/literary response. The student responds to various texts. The student is expected to:</p> <ul style="list-style-type: none"> • 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama
<p>Silly Scenes - Ramps to Reading</p>	<p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively</p>

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	<p>and engages actively in various oral language experiences. The student is expected to:</p> <ul style="list-style-type: none"> • 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate • 1.B. respond appropriately and courteously to directions and questions • 1.D. listen critically to interpret and evaluate • 1.E.. listen responsively to stories and other texts read aloud, including selections from classic and contemporary works <p>Reading/comprehension 9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none"> • 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained <p>Reading/vocabulary development 8. Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:</p> <ul style="list-style-type: none"> • 8.A. develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud <p>Reading/fluency 6. Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:</p> <ul style="list-style-type: none"> • 6.C. read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) <p>Reading/literary response 10. Reading/literary response. The student responds to various texts. The student is expected to:</p> <ul style="list-style-type: none"> • 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama
<p>Zoo Adventures - Ramps to Reading</p>	<p>Listening/speaking/purposes 1. Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The</p>

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	<p>student is expected to:</p> <ul style="list-style-type: none">• 1.A. determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate• 1.B. respond appropriately and courteously to directions and questions• 1.D. listen critically to interpret and evaluate <p>Reading/comprehension</p> <p>9. Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:</p> <ul style="list-style-type: none">• 9.B. establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained <p>Reading/literary response</p> <p>10. Reading/literary response. The student responds to various texts. The student is expected to:</p> <ul style="list-style-type: none">• 10.A. respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama
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